a collective virtue in their teaching itself, in their discourses, in their method—this is my ever-recurring vision, of which I firmly believe that it has raised a corner of the veil.of the future.

181.

EDUCATION A DISTORTION.—The extraordinary haphazardness of the whole system of education, which leads every adult to say nowadays that his sole educator was chance, and the weathercock-nature of educational methods and aims, may be,explained as follows. The oldest and the newest culture-powers, as in a turbulent mass-meeting, would rather be heard than understood, and wish to prove at all costs by their outcries and clamourings that they still exist or already exist. The poor teachers and educators are first dazed by this senseless noise, then become silent and finally apathetic, allowing anything to be done to them just as they in their turn allow anything to be done to their pupils. They are not trained themselves, so how are they to train others? They are themselves no straight-growing, vigorous, succulent trees, and he who wishes to attach himself to them must wind and .bend himself and finally become distorted and deformed as they.

182.

PHILOSOPHERS AND ARTISTS OF THE AGE.— Rhapsody and frigidity, burning desires and waning of the heart's glow—this wretched medley is to be found in the picture of the highest European society of the present day. There the artist thinks